

# Policy

## Supporting gender diverse, intersex and sexually diverse children and young people

Please note this policy is mandatory and staff are required to adhere to the content.

### Policy overview

This policy outlines the responsibilities of the Department for Education's (the department) corporate, preschool, school and care settings for supporting all children and young people to have equal opportunities for optimum learning and wellbeing outcomes, regardless of gender diversity, intersex status or sexual diversity in accordance with the legislative requirements of the *Equal Opportunity Act 1984 (SA)* and the *Sex Discrimination Act 1984 (Cth)*.

This policy aims to ensure that:

- all children and young people receive a quality education in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment regardless of intersex status, sexual orientation, gender identity or gender expression
- all staff understand and meet their obligations to protect the above entitlement
- the department complies with legislative requirements pursuant to the:
  - [Equal Opportunity Act 1984 \(SA\)](#) as amended by the [Statutes Amendment \(Gender Identity and Equity\) Act 2016 \(SA\)](#)
  - [Sex Discrimination Act 1984 \(Cth\)](#) as amended by the [Sex Discrimination Amendment \(Sexual Orientation, Gender Identity And Intersex Status\) Act 2013 \(Cth\)](#) and as outlined at [1.1](#).

### Scope

This policy applies to all staff working in department preschools, schools and care settings, and corporate offices.

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# 1. Policy detail

This policy is based on the overarching concept of inclusive education. The right to inclusive education is fundamental to the department's commitment to providing safe and supportive learning environments for all children and young people, including those who have been identified as higher risk cohorts.

Quality educational environments and learning experiences set a trajectory of lifelong outcomes for children and young people that impact their achievements, health, wellbeing and life opportunities throughout adulthood<sup>1</sup>. Gender diverse, intersex and sexually diverse children and young people have the same entitlement to a safe education and care environment as other children and young people. Research suggests that all education and care services are likely to have gender diverse, intersex and sexually diverse children and young people attending their education and/or care setting.

Gender diverse, intersex and sexually diverse children and young people report experiencing high levels of verbal and physical biphobic, homophobic, interphobic and transphobic abuse in the community, with a notable percentage reporting that this has occurred within the education environment.<sup>2</sup> This can have a significant impact on their well-being, attendance and educational outcomes. There is a strong correlation between this abuse and increased rates of anxiety and depression and 'at risk' behaviours including self-harm and suicide.

Research indicates that gender diverse, intersex and sexually diverse children and young people were more likely to feel safe to regularly attend their education environment and more likely to feel positive about their sexuality when there are protective policies in place.<sup>3</sup>

It is important to read the definitions and abbreviations in section 3 before proceeding.

## 1.1 Legislative responsibilities

It is unlawful under State and Federal law for an education authority to discriminate against a child or young person in an education and/or care environment on the basis of sexual orientation, gender identity or intersex status.

Specific obligations are established by the following Acts:

- [Equal Opportunity Act 1984 \(SA\)](#) as amended by the [Statutes Amendment \(Gender Identity and Equity\) Act 2016 \(SA\) \(Part 6\)](#)
  - recognises sex, gender identity, sexual orientation and intersex status as criteria for discrimination
  - makes it unlawful for an educational authority to discriminate on the grounds of sex, gender identity, sexual orientation or intersex status.
  - changes the language used in SA law to remove gender bias and ensure that gender identities, including transgender and intersex, are captured in state legislation.

<sup>1</sup> Deloitte Access Economics (2012), The socio-economic benefits of investing in the prevention of early school leaving

<sup>2</sup> Hillier, L et al (2010) *Writing themselves in 3*, La Trobe University, Melbourne.

<sup>6</sup> Australian Human Rights Commission (2015) *Resilient individuals: sexual orientation, gender identity & intersex rights*: National Consultation Report 2015

<sup>3</sup> *Writing themselves in 3 op cit*

- [Sex Discrimination Act 1984 \(Cth\)](#) as amended by the [Sex Discrimination Amendment \(Sexual Orientation, Gender Identity And Intersex Status\) Act 2013 \(Cth\)](#)
  - Prohibits:
    - Sex discrimination (under section 5 of the act);
    - Discrimination on the ground of sexual orientation (under section 5a)
    - Discrimination on the ground of gender identity (under section 5b)
    - Discrimination on the ground of intersex status (under section 5c).
  - explicitly identifies educational settings and makes it unlawful for an educational authority to discriminate on the grounds of a child or young person's sex, sexual orientation, gender identity or intersex status (section 21).
- [Education and Early Childhood Services \(Registration and Standards\) Act and Regulations 2011](#)
  - provides a national legislative scheme which regulates the provision of quality early childhood education and out of school hours care services and the registration of providers for the purpose of maintaining high standards of competence and conduct by providers.
- [National Quality Framework \(NQF\)](#)
  - National agenda which describes and regulates the quality of early childhood education and school age care through the National Quality Framework for Early Childhood, Education and Care. It operates under an applied law system, comprising the Education and Care Services National Law and Regulations and National Quality Standards.

Relevant National frameworks, principles and guidelines

- [Australian Student Wellbeing Framework<sup>4</sup>](#)
  - National principles for the promotion of student wellbeing through safe, supportive and respectful teaching and learning communities.

Relevant State principles and guidelines

- [SA Information Privacy Principles \(IPPS\) Instruction \(Cabinet Administrative Instruction PC012\)](#)
  - Establishes obligations for the collection, storage and disclosure of personal information collected by Government agencies. It also provides a right for an individual to access and amend their personal information.
- [SA Information Sharing Guidelines for promoting safety and wellbeing \(ISG\)](#)
  - Provides a state-wide approach to appropriate information sharing practice wherever there are threats to safety and wellbeing of children and young people.
- [Information Sharing Guidelines for Promoting Safety Wellbeing \(ISG\) Procedure](#)
  - This guideline constitutes the department's Appendix to the SA Government ISG. It explains how the ISG is to be applied in the department context. The guideline ensures that department staff:

<sup>4</sup> Previously National Safe Schools Framework (prior to Oct 2018)

- follow the ISG decision making steps when sharing and seeking information to promote and protect children’s safety
- ensure a child’s right to safety is paramount in guiding actions and is not overridden by other considerations such as privacy or confidentiality
- share information about ‘at risk’ parents to help prevent children’s experience of cumulative harm.

## 1.2 Policy requirements

In complying with this policy all department preschools, schools and care settings must:

1. provide quality education for all children and young people in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment regardless of intersex status, sexual orientation, gender identity or gender expression
2. ensure that staff have a considered understanding of gender diversity, intersex and sexual diversity and the issues that may face these population groups
3. ensure that staff understand and comply with their legal obligations not to discriminate based on sexual orientation, intersex status, gender identity or gender expression
4. develop and promote inclusive practices to ensure that children and young people who may experience marginalisation feel safe and supported, and as part of the school’s anti-bullying and harassment policy incorporate and address specific types of bullying that may particularly affect children and young people who may be marginalised on the basis of, but not limited to: culture, race, ethnicity, disability, socioeconomic status, trauma and gender and sexual diversity
5. ensure that gender diversity, intersex and sexual diversity are addressed in the implementation of the [Keeping Safe: Child Protection Curriculum](#), the [Australian Student Wellbeing Framework](#) and the Australian Curriculum. This applies across all learning areas of the Australian Curriculum but includes a specific focus in the Health and Physical Education: Foundation to Year 10 learning area (for further guidance see the Curriculum, Pedagogy, Assessment and Reporting Policy)
6. support children and young people, staff and families to access information and resources on gender diversity, intersex and sexual diversity and to address related discrimination and harassment
7. ensure that all staff have access to professional learning opportunities, advice and support
8. understand the IPPS Instruction relating to the right of a child or young person to keep their gender identity, intersex status or sexual orientation private. Please refer to section [1.3.5](#) on Respecting privacy and confidentiality.
9. adhere to the requirements outlined in the department’s *ISG Procedure* for promoting safety and wellbeing. Please refer to section [1.3.5](#) on Respecting privacy and confidentiality.
10. follow the *Gender diverse and intersex child and young people support procedure* to support gender diverse and intersex children and young people to safely affirm their gender identity within their education environment.

## 1.3 Mandatory categories

The best interests of all children and young people should be embedded in all aspects of decision making, local policies and service delivery. In the design of policies, procedures and programs staff must particularly address the following mandatory categories. These categories are not exhaustive.

### 1.3.1 Bullying and harassment

Discrimination on the basis of sexual orientation, intersex status, gender expression or gender identity must be addressed as a part of the anti-bullying and harassment policy, which is a requirement of all department schools. Such policies must integrate and address all types of bullying that may affect children and young people who may be marginalised on the basis of, but not limited to: culture, race, ethnicity, disability, socioeconomic status, trauma and gender and sexual diversity.

The policy must be accompanied by a procedure for resolving complaints. The school based policy must address the use of homophobic, interphobic, biphobic and transphobic language and behaviour.

Incidents of sexual, homophobic, interphobic and transphobic and biphobic bullying should be recorded as part of the system-wide collection on specific data relating to bullying and harassment.

All schools are required to ensure that the policy is readily accessible to the relevant community.

### 1.3.2 Curriculum

All areas of the curriculum must use language that is inclusive of gender diversity, intersex and sexual diversity. Staff practices need to challenge gender stereotypes, expectations, values and attitudes.

#### [Early Years Learning Framework](#)

- My Time Our Place – Framework for school age care

#### [Keeping Safe: Child Protection Curriculum](#) (KS:CPC):

- The KS:CPC is a requirement under the department's [Child protection in schools, early childhood education and care services policy](#) and states that children and young people will engage with curriculum which explicitly teaches them about the nature of personal safety and wellbeing; help seeking and self-protecting behaviours and their responsibilities to the safety and wellbeing of others.

*'Schools and preschools should provide all children and young people with a quality education in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment regardless of intersex status, sexual orientation, gender identity or gender expression. Sites must address sexual, homophobic, biphobic and transphobic bullying as part of their anti-bullying and harassment policy and be inclusive of all diversity'.<sup>5</sup>*

- The KS:CPC fits primarily within the Health and Physical Education (HPE) learning area of the Australian Curriculum, but can also be incorporated across other learning areas.

#### [Australian Curriculum \(AC\)](#)

- The AC recognises diversity and promotes excellence and equity in education not only through specific learning areas but also through the General Capabilities e.g. personal and social.
- In particular the Health and Physical Education [HPE \(Foundation to Year 10\) Curriculum](#) explicitly encompasses gender diverse, intersex and sexually diverse children and young people:

<sup>5</sup> The department's Keeping Safe: Child Protection Curriculum – Appendix 14

*“As with other areas of student diversity, it is crucial to acknowledge and affirm diversity in relation to sexuality and gender in Health and Physical Education. Inclusive Health and Physical Education programs which affirm sexuality and gender diversity acknowledge the impact of diversity on students’ social worlds, acknowledge and respond to the needs of all students, and provide more meaningful and relevant learning opportunities for all students.*

*The Australian Curriculum: Health and Physical Education (F–10) is designed to allow schools flexibility to meet the learning needs of all young people, particularly in the health focus area of relationships and sexuality. All school communities have a responsibility when implementing the Health and Physical Education curriculum to ensure that teaching is inclusive and relevant to the lived experiences of all students. This is particularly important when teaching about reproduction and sexual health, to ensure that the needs of all students are met, including students who may be same-sex attracted, gender diverse or intersex”<sup>6</sup>*

### 1.3.3 Professional learning

The department is committed to supporting the professional development of staff in relation to supporting gender diverse, intersex and sexually diverse children and young people, and has appropriate strategies in place to ensure that tailored support and whole school approaches that meet the needs of each preschool, school and care setting community are available.

These initiatives aim to build staff capacity to create safe and inclusive environments for all children and young people.

### 1.3.4 Resources

Children, young people, staff and families may need support in understanding gender diversity, intersex and sexual diversity and/or addressing discrimination and harassment. Staff are required to make available information and be aware of key resources and services and how to access them.

The purchase, development and promotion of digital and printed resources for teaching and learning should be cognisant of gender diversity, intersex and sexual diversity of children, young people and their families. Inclusive materials should be available to support the curriculum throughout early childhood, primary and secondary years.

Staff should ensure that children and young people have access to developmentally appropriate books and other resources that reflect the diversity of sexuality and gender of all children and young people. (For further guidance see [Selecting and using resources for educational purposes guideline](#)).

### 1.3.5 Respecting privacy and confidentiality

An individual’s intersex status or gender or sexual diversity is personal information and must be treated with confidentiality. Disclosure without informed consent may breach privacy principals under the IPPS Instruction.

The department’s ISG Procedure for promoting safety and wellbeing sets out a framework for disclosure of information that applies to all department employees. A child or young person’s confidential information may be disclosed without consent where it is authorised by law or it is unreasonable or impracticable to seek consent, or consent has been refused, and the disclosure is reasonably necessary to prevent or lessen a serious threat to the life, health, or safety of the child or young person. The

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<sup>6</sup> Australian Curriculum, Assessment and Reporting Authority: <https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/structure/>



decision to disclose a child or young person’s confidential information should be informed by duty of care obligations and be approved by an appropriate officer within the department or education or care setting. Advice should be sought from the department’s Engagement and Wellbeing Directorate and Legal Services when considering whether to disclose personal information about a child or young person to a third party.

Disclosure of a child or young person’s personal information may be required under the mandatory reporting requirements in section 31 of the *Children and Young People (Safety) Act 2017 (SA)* or other legislation or policy. Staff must adhere to their mandatory reporting obligations if they suspect on reasonable grounds that a child or young person is, or may be, at risk, as defined by section 18 of that Act.

Related procedural information is available in the department’s *Gender diverse and intersex child and young people support procedure*.

## 2. Roles and responsibilities

Role	Authority/responsibility for
Chief Executive	This policy is issued under the authority of the Chief Executive who is ultimately responsible for ensuring compliance by department schools, preschools and care settings and staff with this policy.
Executive Directors and Directors	Executive Directors and Directors are responsible for ensuring that department policies and processes support gender diversity, intersex and sexual diversity, and will oversee the development of state-wide initiatives to support this cohort as per the delegations. Corporate leaders will maintain oversight of the relevance of these documents, their alignment with legislation, state government commitments and national standards and will amend as appropriate.
Education Directors	<p>Education Directors will ensure that:</p> <ul style="list-style-type: none"> <li>• all Principals and Preschool Directors are familiar with the policy and the <i>Gender diverse and intersex child and young person support procedure</i> supporting them to address gaps in compliance and advising corporate leaders as required</li> <li>• preschools, schools and care settings are safe and inclusive environments for all children and young people including gender diverse, intersex and sexually diverse children and young people</li> <li>• preschools, schools and care settings have practices and procedures in place to address and respond to homophobia, interphobia, transphobia and biphobia in addition to supporting gender diverse, intersex and sexually diverse children and young people.</li> <li>• The Education Director will support staff to implement the policy and will respond to concerns raised by the education and/or care community and department employees in relation to the policy.</li> </ul>
Preschool, school and care setting leaders	Preschool, school and care setting leaders are responsible for



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ensuring:

- all staff are familiar with this policy and that preschools, schools and care settings are safe and inclusive environments for gender diverse, intersex and sexually diverse children and young people (as per [Protective practices guidelines](#); [Child protection policy](#))
- all volunteers and service providers (if and as contracted) act in accordance with the obligations outlined in this policy
- compliance with the /SG procedure
- gender diverse and intersex children and young people are provided appropriate support (as per Gender diverse and intersex child and young people support procedure)
- the school's anti-bullying policy addresses all types of bullying, to ensure that high risk cohorts who may experience marginalisation feel safe and supported, and to ensure the wellbeing and safety of all children and young people
- teaching and learning is inclusive and relevant to the lived experiences of all children and young people
- staff are appropriately trained to support and respond to the needs of gender diverse, intersex and sexually diverse children and young people
- incidents of homophobic, transphobic and biphobic bullying, harassment and discrimination are recorded appropriately.

In addition, leaders of education and care settings with a secondary enrolment are responsible for ensuring:

- that secondary schools have a written policy against sexual harassment by children and young people that incorporates procedures for resolving complaints that the education and/or care setting community is made aware that it is unlawful under section 87(3)(3) of the *South Australian Equal Opportunity Act 1984 (SA)* for a child or young person 16 years and over to sexually harass another child or young person or staff member.

Leaders will provide ongoing monitoring of their preschool's, school's or care setting's compliance with this policy and the *Gender diverse, intersex and sexually diverse support procedure*.

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Staff

All staff are responsible for:

- complying with this policy and modelling appropriate and professional conduct at all times
- responding to and challenging all forms of homophobic, interphobic, transphobic and biphobic language and behaviour
- ensuring positive representation of gender diversity, intersex and sexual diversity across all areas of the curriculum
- promoting the use of inclusive and non-gendered language within the education or care setting.

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Student Support Services

Student Support Services are responsible for supporting staff to implement this policy. This includes assisting with the referral of children, young people and families to appropriate support services where possible and as required.

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### 3. Definitions

Language in gender diverse, intersex and sexually diverse communities is constantly changing. The use of inclusive and acceptable terminology empowers individuals and enables visibility of important issues.

All terms mean something unique and specific to the person using them. There are also a large number of culturally distinct terms that are used and should be respected, for example, in some Aboriginal<sup>7</sup> communities the terms Sistergirls and Brotherboys are used. Generally speaking, it is useful to ask which terms a child or young person may prefer and respect their choices.

Term	Meaning
Bisexual	A person who is emotionally and romantically attracted to people of more than one gender. This is not necessarily in the same way or at the same time.
Discrimination	Discrimination as defined in the <i>Equal Opportunity Act 1984 (SA)</i> and the <i>Sex Discrimination Act 1984 (Cth)</i> as amended by the <i>Sex Discrimination Amendment (Sexual Orientation, Gender Identity And Intersex Status) Act 2013 (Cth)</i> .
Gender	Generally understood as a social and cultural construction. A person's gender identity or gender expression is not always exclusively male or female and may or may not correspond to their sex.
Gender diverse	A broad term that can refer to all forms of gender identity and gender expression and includes people who may identify as for example trans, transgender, gender queer or gender questioning. It refers to people whose gender expression or identity differs from the gender identity associated with the sex assigned them at birth or society's expectations. The person may identify as neither male nor female, or as both.
Gender Dysphoria	A term used to refer to distress or discomfort that may occur when a person's biological sex and gender identity do not align.
Gender expression	A person's gender expression is the outward signs they present to the world around them. This could include their choice of name and preferred pronoun (which may include using no pronoun), their style of dress and appearance and/or their mannerisms.
Gender identity	Refers to a person's strongly held internal sense of self, of being masculine or feminine, or both or neither. Gender identity does not necessarily relate to the sex a person is assigned at birth.
Independent child or young person	A person is generally only considered to be of full legal capacity at law once they are of or over the age of 18.  In some cases a young person may be recognised as an independent student if common law considerations about the child or young person are taken into account, including their age

<sup>7</sup> Reference to Aboriginal" is inclusive of Torres Strait Islander people

	<p>(chronological, mental and emotional), maturity, and ability to understand the nature and consequence of their decisions. Consideration should also be given to whether the child or young person is subject to any Court Orders and whether they have been declared independent for the purposes of receiving Centrelink support. Each child or young person's circumstances should be treated on a case-by-case basis and with regard to the particular circumstances of the young person concerned and the nature of the decision to be made.</p> <p>An expert opinion regarding the child's functioning and development is usually required to make this assessment.</p>
Informed consent	Permission an individual gives to information sharing, either implied or explicit, after they have demonstrated that they understand the purpose of the request and the likely outcomes of consenting.
Intersex	<p>An umbrella term for people born with sex characteristics that do not fit medical norms for female or male bodies.</p> <p>Intersex variations are natural manifestations of human bodily diversity and include a wide range of hormonal, genetic and gonadal differences that may be diagnosed prenatally, at birth, at puberty, when trying to conceive, or through random discovery.</p> <p>Being intersex is not about gender identity and most intersex people identify as women or men. Some intersex people do not identify as the sex assigned to them at birth, and therefore may go through a process of affirming their true gender identity in a way that is similar to a transgender person.</p>
LGBTIQ+	An acronym that is used to describe lesbian, gay, bisexual, transgender, intersex and questioning/queer (plus other) people collectively.
~phobia (as in, transphobia, interphobia, homophobia and biphobia)	<p>The fear, intolerance, and/or discrimination of people who identify as:</p> <ul style="list-style-type: none"> <li>• Intersex (interphobia)</li> <li>• Same-sex attracted (homophobia)</li> <li>• Transgender, gender diverse or gender nonconforming (transphobia)</li> <li>• Bisexual (biphobia).</li> </ul> <p>These attitudes can be linked with hostility, verbal and physical abuse, prejudice or discrimination.</p>
Preschool, school or care setting leader	The individual who has responsibility for the welfare of children and young people attending that preschool, school or care setting; for example, the principal, director, manager or family day care educator supported by their coordinator. Or the person to whom the education or care setting leader has delegated relevant authorities
Same-sex attracted	People who experience feelings of sexual and emotional attraction to others of the same sex. This term includes people who may identify as lesbian, gay, bisexual or something else, or who are

	questioning their sexuality.
Sexual diversity	A diverse range of sexualities, identities, and romantic or sexual attractions. This term includes those who may identify as same-sex attracted, lesbian, gay and bisexual.
Sexual orientation	Refers to a person's emotional and/or sexual attraction to another person, which can include the following identities: heterosexual, gay, lesbian, bisexual or something else.
Sistergirls and Brotherboys	Terms used by some Aboriginal and Torres Strait Islander communities to describe a person assigned male or female at birth and identifying or living partly or fully as another gender. Use and spelling of the terms may vary across different groups and communities, and other cultures will use different terms to describe gender diversity.
Social transitioning	Refers to a number of changes that can be made in a transgender person's social life and situation, including: <ul style="list-style-type: none"> <li>• Use of a different name and pronouns</li> <li>• physical appearance (eg hair, clothing)</li> <li>• Use of amenities in keeping with their gender</li> </ul> It does not refer to medical intervention.
Staff	Refers to employees, professional service providers (if and as contracted), and volunteers.
Transgender	An umbrella term used to describe a person whose gender identity or gender expression is different from the sex assigned to them at birth.

These definitions have been sourced from:

- [Australian Human Rights Commission](#)
- [Australian Institute of Family Studies](#)

## SUPPORTING INFORMATION

### Published

January 2019

### Related legislation

[Children and Young Peoples\(Safety\) Act 2017 \(SA\)](#)  
[Children and Young People \(Safety\) Regulations 2017 \(SA\)](#)  
[Education and Early Childhood Services \(Registration and Standards\) Act 2011](#)  
[Education and Early Childhood Services \(Registration and Standards\) Regulations 2011](#)  
[Equal Opportunity Act 1984 \(SA\)](#) as amended by the [Statutes Amendment \(Gender Identity and Equity\) Act 2016 \(SA\)](#)  
[Sex Discrimination Act 1984 \(Cth\)](#) as amended by the [Sex Discrimination Amendment \(Sexual Orientation, Gender Identity And Intersex Status\) Act 2013 \(Cth\)](#)  
[Births Deaths and Marriages Registration Act 1996 \(SA\)](#)

### Related policy documents

[Access to legal services across the department procedure](#)  
[Australian Curriculum: Health and Physical Education: Foundation to Year 10](#)  
[Australian Student Wellbeing Framework](#)  
[Child protection in schools, early childhood education and care policy](#)  
[Curriculum, pedagogy, assessment and reporting policy for Reception-year 10](#)  
[Duty of care policy](#)  
[Early Years Learning Framework](#)  
[Gender diverse, intersex and sexually diverse child and young people support procedure](#)  
[Health Support Planning](#)  
[Information Sharing Guidelines for promoting safety and wellbeing \(ISG\), Ombudsman SA.](#)  
[Information Sharing Guidelines for Promoting Safety Wellbeing \(ISG\) Procedure](#)  
[Keeping Safe: Child Protection Curriculum](#)  
[Mental health and wellbeing in children and young people](#)  
[National Quality Framework](#)  
[Protective Practices for Staff in their Interactions with Children and Young People](#)  
[Responding to abuse and neglect – Education and care training \(RAN-EC\)](#)  
[SA Information Privacy Principles \(IPPS\) Instruction \(Cabinet Administrative Instruction PC012\)](#)  
[Selecting and using resources for educational purposes guideline](#)  
[Sexual Harassment Policy](#)

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United Nations Convention on the Rights of the Child

## Keywords

Gender diversity, Sexual diversity, Intersex, Transgender, Same sex attracted, LGBTIQ (lesbian, gay, bisexual, transgender, intersex and questioning).

## REVISION RECORD

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v1.0	Senior Executive Group	27/10/2016	27/10/2017	First publication.
v1.1	Executive Director, Early Years and Child Development	02/01/2019	31/12/2021	Amendments due to new Acts and updated references, terminology and new department name.